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ABSTRACT

The contents of this document are organized in five parts, as follows, Part I, a "Preface" entitled "The Dilemma," by Florence May, discusses the anxiety felt by teachers who are, for the first time, trying to teach people about whose culture and background they know little or nothing, and how educational change could deal with the sources of that anxiety. Part II, "Summary of Presentations," comprises brief summaries of the presentations made by the consultant, Dr. Daniel Thompson, Dillard University, to Counselors, Site Administrators, and Teachers, Basic Training Team, and Central Office Administrators and Staff. Summaries of the question-and-answer sessions following each presentation are included. Part III, "Multi-Cultural Education," includes descriptions of Philosophy and Approaches, Learning Experiences: content samples for one to six, and Learning Experiences: content samples for seven to twelve. Part IV, "Implications of Blackness for the Junior High and Senior High School Teacher," includes a discussion of some educational resources available to the teacher and two sample lessons, one for a suggested time period of three to four weeks and the other for a period of four to six weeks. Part V is a compendium of reviews of parts or wholes of five books discussing relevant studies. (JM)

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INCREASING COMPATIBILITY BETWEEN EDUCATIONAL PRACTICES AND EDUCATIONAL NEEDS OF PUPILS WHO ARE BLACK

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

INCREASING COMPATIBILITY BETWEEN EDUCATIONAL PRACTICES AND EDUCATIONAL NEEDS OF PUPILS WHO ARE BLACK

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THE DILEMMA

By Florence May

"Before we can teach, we must establish communication, positive, creative communication, by knowing something about the people we teach."

Dr. Daniel Thompson

Many teachers, for the first time, are trying to teach people about whose culture and background they know little or nothing. It takes time to learn-- and there is no time. A source of much anxiety for many is the conflict of teachers' middle-class values with those of students from lower-class families. Most teachers are no more than one generation removed from a lower class status themselves. "Moving up" required stern self-discipline, sacrifice and rejection of certain values of their peers. They find it extremely difficult to even tolerate much less accept values which they have for so long and so rigorously rejected.

Attemting to meet the self-image demands of some of their students, they feel their own self-image being threatened. On the one hand, to add to their anxiety, they are often assailed by the rhetoric of those who accuse them of judging student behavior by middle-class standards, trying to force middle-class values on children, the implication being that there is something vile and destructive in these middle-class values, the very values that the teacher has, and indeed prizes.

On the other hand, a few teachers attempting to relieve their anxiety, by courting the approval of a few highly verbal, alienated people, have fallen into the "relating" trap. In order to escape the accusations, and the rhetoric, they have adopted a psuedo-hip style, complete with street-talk, profanity, and popular anti-social attitudes, and what THEY perceive to be ghetto values. They find themselves faced with the wrath of black parents who see this as a betrayal and a put-down of their children and their race as a whole. To the parents, and

to their fellow teachers who view the schools as the only hope for poor black children, this kind of teacher behavior only increases hostility between community and school and can wreak havoc within a faculty.

The psychic energy expended in coping with this anxiety is immense, and it is wasteful at a time when we cannot afford such waste. Knowing about the people we teach means learning as much as possible from many different sources and from exposure to many different viewpoints. This can minimize the possibility of false perceptions of values. There are many different kinds of black families and many kinds of poor, black families.

One way of relieving some of the stress is to shift the focus from the touchy issue of "class" values to "human" values. We are all human, with basically the same drives and needs. If we can relate to each other on this level, no one need feel that his own personal values are threatened.

San Francisco Unified School District has at least two valuable and largely untapped resources. It has more racial and ethnic groups than any other school district in the country--and it is therefore richer in terms of potential input for educating children for international living. The second resource is the talent and creativity of the classroom teacher--talent that could be available for helping to solve many of our educational problems. If some of the mental and emotional "wheel-spinning" can be alleviated, psychic energy can then be used toward constructive and creative solutions.

"INCREASING COMPATIBILITY BETWEEN EDUCATIONAL PRACTICES AND THE EDUCATIONAL NEEDS OF PUPILS WHO ARE BLACK" - Dr. Daniel Thompson, Dillard University

PRESENTATION TO COUNSELORS

The Consultant cautioned teachers, counselors and administrators to remember that personality has been shaped by the time that the child enters school. It is almost impossible to alter any child's personality by the time the child reaches the age of 12 or 13. Studies show that the only change in personality is through the influence of an outsider. This outsider is referred to as the 'significant other'. Two research projects, studies of behavior patterns, confirm this. The first study titled "THE CHILDREN OF BONDAGE", published in 1940 was a study done on children and their parents during the years 1937, 1938. The second study "THE EIGHTH GENERATION GROWS UP", done during the years 1955 through 1960, was a follow-up of the children studied in 1937, 1938. The children were now adults with children. Thus a three generational study was made. At the time of the first study the sociologists had made some predictions about the children. The most notable prediction concerned one Louis Mason, alias 'P'ok Chop'. He was a street dancer, who according to everything that was known about him, should have ended up in prison. Instead he became an international dancer. The 'significant other' was then discovered. The reason to change from fatalism to success has to come before the child is 12 or 13. The importance of Elementary school teachers and counselors cannot be overestimated.

Studies show that schools were not designed for the poor, disadvantaged, Blacks and others. They were expected to drop out of school by age 16 - 20 years' ago. The schools were organized for the well-to-do. "WHO SHALL BE EDUCATED" a study done by Davis and Havighurst, discloses this. Horance Mann Bond, a lecturer at Harvard conducted a similar study of those who receive National Merit Scholarships. His findings support Davis and Havighurst's theory

Education brings about social change. The school is the most estimable avenue of social mobility. Teachers are now called on to be pioneers in major social changes. Forty percent (40%) of all the Black children in the teacher's classroom live near or close to poverty. What is poverty? It is more than a lack of money. It is a lack of reading material. It is a lack of non-literate families. It is children who hear a word and can't associate it with the written word. The teacher's most difficult task is trying to teach a child to read and understand.

Many Black children come from the ghetto. The ghetto is an ugly area. It is unbeautiful. Some parents living in Black ghettoes are apt to be defensive and transmit their defensiveness to their children. All of the pathology of the city comes to focus in the ghetto. There are poor sanitary conditions. The crime rate is higher. There are more health problems and more deaths. There are poor public employees. There is poor quality in everything.

There is little indication of social mobility in the ghetto. It is hard for some people to believe in success. They attribute success to dishonesty, pull or luck. Ghetto people are practical people. They have to see the relationship between cause and effect. They live a real life and must see a relationship between what they learn in school and what they experience. Outsiders going into the ghetto are likely to encounter a syndrome of suspicion. The concept of male and female in the Black ghetto is one of trememdous mistrust.

Within the ghetto there are five (5) different kinds of family structures. The first, the matriarchy, is one in which the females have joined together because of the absence of a male. The second, the gang, is usually a group of males banded together for the purpose of proving that they are non-women. The third, the nuclear family, is a closely knit family of mother, father, and children. The fourth, the marginal group, is one in search of identity.

The fifth, the middle class, is striving for upward mobility. The question and answer period followed this. Questions and answers are listed in detail:

QUESTION: How do we help ghetto parents who are dissatisfied and don't know what to do?

ANSWER: The PTA should be used mo[illegible]ectively. The parents in the PTA could train other parents. We must have the cooperation of parents. We should have forums for parents to speakout. Meetings in the community facilities should be arranged to help Caucasian parents who are threatened by the speech, or actions, of the already threatened Black parents. It is important that Black parents and White parents get to know each other on a one-to-one basis.

QUESTION: What about the matriarchy as a pathological growth?

ANSWER: The matriarchy is the only type of family that Blacks could have had to effectuate survival. Without it Blacks would have suffered the same fate as the Jews and the American Indian. For the Black ghetto planned parenthood is economically good but politically bad.

QUESTION: Will visiting families produce good results?

ANSWER: Teachers should try to understand Black families and know them vicariously.

QUESTION: What do we do now? Some of our children are already 12½?

ANSWER: We are producing more and more intervening persons such as Social Workers and Elementary School Counselors. It costs more to educate the disadvantaged children than middle class children. Disadvantaged children need the best of everything in their areas.

The teacher must work within the framework of whatever budget is given them.

QUESTION: Do boys need a male image?

ANSWER: Take Moynihan's "THE NEGRO FAMILY IN THE UNITED STATES". It's basic thesis is that the Negro family is deteriorating. It depends on where you are standing when you look. One cannot use the normative approach, the father as the head of the family, when studying the Black family. The normative approach does not bring out the strengths of the fatherless home. There is a danger of offending people when you don't know the family structure. Sometimes there is conflict between parents-teachers, teachers-counselors, teacher-counselors-superintendent because of poor communication. The counselor can and should put forth ideals, but start with the truth. Blacks generally are suspicious of Whites. The real changes that have taken place in race relations have come from professionals. Paraprofessionals can and should be used in the school when they bring the community into the schools.

QUESTION: How do we get Blacks to impart authority to another Black?

ANSWER: The Black middle class is about thirty percent (30%) of the Black population. The big achievement made by Blacks in the last 10 years has been getting accustomed to seeing Blacks in authority.

QUESTION: How can a counselor deal with teachers who are afraid of children?

ANSWER: Do your best, but do not get personally involved. Anyone who understands children can be trained to teach children of any race. For the first time in history not only can we dream of a world society, but a world society is possible.

Presentation to teachers and site administrators at Roosevelt Jr. High School

Student Reaction Panel: Desiree Mays and Yvonne Marshall, Balboa
accompanied by Howard Jeter, teacher at Balboa

Before we can teach, we must establish communication positive, creative communication, by knowing something about the people we teach. As long as black people have been in this country, less is known about them than about any other people. One of the reasons for this is Historical Bias. Blacks have not been allowed to participate in the incidents in which historians are interested. Another reason is Prejudice. Some historians have deliberately refused to dignify the work and contributions of black people.

There is a tendency to regard the Black Experience as pathological. For instance, the matriarchal system has been called pathological; but the matriarch is a system of survival, not a pathology.

A white man who fights for the survival of his people is a hero; but a black man who fights for his people is a criminal.

Books written by and about Blacks were not published by large white publishers. Most adults have gone through all their education without learning anything about Black History. We've had too few black scholars to interpret the Black Experience. W.E.B. Du Bois should have been a great scholar, but he didn't become one because he couldn't get the right press and he became an activist.

AN APPROACH TO TEACHING THE BLACK EXPERIENCE:

I. The meaning of the Black Experience
Historical events that were influenced by Blacks because of their presence e.g. the Missouri Compromise, and the 3/5 law.

II. What has been inflicted upon Black Americans
Most people dwell too long on this - the negative aspects - lynching, riots, discrimination, etc. You must know it because you cannot otherwise understand black hostility, suspicion, vulgarity.

III. The Black Response - How did they respond to oppression? Anyone who teaches the Black Experience should read Simple, by Langston Hughes. Learn about Mary McLeod Bethune. She was saying 20 years ago that Black was beautiful. The greatest revolution since the Civil War has been young Black people accepting their blackness and its beauty.

IV. Black Achievements
Black middle class may be superficial, but they also built churches, schools, and educated their children.

The comparative approach is foolish, because it soon runs out.

Suggested philosophical approach: Remember that the main function of any organism is to survive. Approach black history with this in mind. Blacks had to survive the Middle Passage, the Experience of Slavery and Inferior Education.

They have survived biologically as well as in quality. At the end of the Civil War, 85% of Black people were illiterate. Today there are 492,000 black college students.

Techniques of survival:

1. Diplomacy - Uncle Tom was a consummate diplomat. Uncle Tom-ism was a technique of survival.

2. Education.

Significant concepts discussed during question and answer period:

We have been educating for production. This is no longer our problem, but our schools are still geared to production rather than for distribution and international living. Every child should learn at least two languages.

Three units of study of all minorites should be a requisite for teaching. Then further in-service should be a definite part of the teachers' expectation. There is too much to learn...teachers should have released time.

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Presentation to the Basic Training Team

Dr. Thompson began his presentation with a reference to THE DEEP SOUTH, by Davis and Dollard. "The farther you are from a group, the more they all look alike; but the closer you get in understanding, the more the differences appear. We injure personality when we do not take time to see differences."

It is almost impossible to place a person in a certain class. The only way it makes sense is in terms of families. The five major kinds of black families represented in the schools are the matriarch, the gang, the nuclear family, the marginal group and the middle class family. The word "family" is used to describe one's social world, the people to whom one is important. The gang is the family group within which a boy proves himself to be a man. The nuclear family - parents and children - is a closely-knit group, often puritanical. They are a strong mutual aid society that does not lend itself to social mobility. It facilitates survival, but the burden of achievement is immense. The child, educated through sometimes great sacrifice on the part of his family, is expected to come back and help his siblings. He is also expected to share his success with less fortunate members of his family. The marginal group is the group without a strong identity, the Creoles in New Orleans, for example. They have the greatest social mobility, but we lose too many of them because they don't have the right counseling. Dr. Thompson referred to the young rebellious middle class as the only hope of the race.

TYPICAL RESPONSES OF 5TH GRADE BLACK CHILDREN IN A PREDOMINANTLY WHITE SCHOOL:

1. Hostility - particularly toward teachers who try to be too nice.
2. Withdrawal - they withdraw from the larger group, associating only with their own group.
3. Insulation - associating with no one, completely alone.
4. Avoidance - never has been made to feel successful, so avoids trying.
5. Self-Hate - extreme anger.
6. Identification - with the predominate group, particularly those rejecting him. Complete destsruction of personality, epitome of degradation.

A difficult role of the teacher is to be friendly, but don't try to be a friend. You are a teacher. Don't try to play too many different roles.

Question and answer period following presentation

Statement: "Some teachers feel that their role as a teacher stops at 3:00 and they don't want to come back to meet parents."

Answer: "A professional is a professional at all times. Effectiveness in the classroom may be connected with meeting a parent at night. Meeting parents is part of the profession, not an act of friendship. Teachers must have a deep, sincere appreciation for the complexities of today's society. We are still involved in the "Little Red Schoolhouse" syndrome. This is a rural pattern and we are an urban people -- 90%.

The 3 stages of teacher training for communication in desegregation:

1. Being "nice"
2. Disenchantment, arguing, fighting
3. Creative, constructive thinking

To work through these 3 stages, ideally, 2 teachers from each of selected schools should get together for periods of approximately 6 weeks for training. The government has allotted money for this. We need to know each other better.

Question: How does a teacher deal with negative behavior?

Answer: "One way is to have a repertory of things to break down hostility and resistance.

Question: "How do you reach the older child who is programmed to hate - sometimes both white and black teachers?"

(Discussion about disappointment in black teachers...black teachers' attitude perhaps different from what black children expected).

Answer: "Don't feel defeated if you can't save all of them. (Meaning counselors and others). Some need many other professional services. Insist on referrals. Schools have been too slow to recognize other institutions and community agencies. Don't try to solve all problems yourself.

(Discussion around past abuses of referrals in reference to black children, e.g. children labeled as 'disturbed', 'retarded', etc. Conclusion was that this is still no reason not to use referrals.

Conclusion: De Jure segregation vs. De Facto segregation:

De Facto was more cruel than De Jure. When you define a school in terms of race, the child who is a member of the minority is a vistor. This is phony desegregation.

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PRESENTATION TO CENTRAL OFFICE ADMINISTRATORS AND OTHERS

Preceding the question and answer period the Consultant detailed five (5) types of racists. They are:

1. The Miltant Racist: One who refuses to teach Blacks and vociferously proclaims - 'I won't have anything to do with these people'.
2. The Non-militant Racist: One who never expresses an opinion.
3. The Apologetic Racist: One who gives non-racist reasons for racist actions.
4. The Liberal Racist: One who supports liberal causes for racist reasons.
5. Black Racists: Those who are against White attitudes, not whiteness itself.

The question and answer period followed: Participants included four (4) student questioners, who accompanied Mrs. Billie Scott, Assistant Principal from Lowell High School. The questions, answers and reactions are given in detail. I think that the detailed questions and answers will be more beneficial to those who read this:

QUESTION: What can Black students do when faced with non-militant racism?

ANSWER: Black students have been called on to spearhead a new society. If you suffer from injustice and racism and don't speak out you are a part of the injustice. It is immoral not to speak out. Protest. Do not give up. Don't give up because the whole structure doesn't change before you graduate, but remember that your individual success is the most important thing in the world. Never get angry enough with the system to drop out. Don't let the system defeat you.

REACTION: This is difficult to do when grades are used as a weapon.

ANSWER Racist teachers are bad for all children. Where children didn't have to fight the system they did better. There are seven (7) times as many Black college students in New Orleans as there are in Harlem. Black students fighting racism have a hard time, but the future offers more to these students than Blacks have ever had a reason to expect. If they fight through there will be no ceiling to where they can go. This generation of Blacks do not apologize for being Black.

REACTION: Talent can be killed off by the fight against racism.

ANSWER: There will always be some people who will insist upon fair play. A large number of slave revolts were led by Whites. We should approach racism realistically, but let's not believe that we are totally surrounded by racists.

QUESTION: Is there an economic foundation to racism?

America's economic foundation is money. The distribution of wealth in this country is atrociously evil. Poverty is unnecessary. For years we have been a productive society. There is plenty for everyone.

THOUGHT EXPRESSION: Blacks need to identify with Blacks.

ANSWER: More and more Blacks need to enter the main stream. Don't give up one thing for another. Let us not believe that a Black is disloyal because he does not serve his whole lifetime in the Black ghetto. We need people everywhere. We have to put people in many places. Most of the social change in America by Blacks was not done in politics. It was done by working within the system. Fight racism, but do not let it

defeat you. Don't let it lower your aspirations.

QUESTION: Does Affirmative Action increase racism? What if the people hired are incompetent?

ANSWER: Any society that allows racism to flourish as an institution must cut it out. We look forward to a society where Blacks have the right to fail or succeed according to the same rules by which Whites fail or succeed.

REACTION:

BY Right in this system, the San Francisco Unified School District, incompetent people have been promoted when competent minorities were available. You must face the history of racism.

QUESTION: Why should the oppressor change a system that benefits him?

ANSWER: The great progress in history is always made by the out group. There are none in our society who have as much opportunity to bring about a democratic society as Blacks do. There is a great misconception of progress. Somehow Whites have been told that any progress that Blacks make must be at White expense. The truth is that there are more rights available than all of us can enjoy. Where you find poor Blacks you find poor Whites. Where there are oppressed Blacks, there are also oppressed Whites. Where there are illiterate Blacks, there are illiterate Whites. Our nation needs all of the talent that we can muster. At one time it was the quantity of the population. Now, it is the quality of the population. There is a shortage of doctors, a shortage of everyone because we haven't learned to share our power with everyone. When Blacks move up, Whites move higher. When Blacks get rich, Whites get richer.

When Blacks get power, Whites get more power. Do not worry about Black progress diminishing White achievement. Black progress only enchances white achievement.

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Educators are powerful people - working at the very bedrocks of society.

MULTI-CULTURAL EDUCATION

The goal of the multi-cultural curriculum is to enable each teacher and student to act in ways that are consistent with the intellectual and emotional understanding that:

1. Individuals of all groups have human dignities and values that must be respected.
2. All ethnic groups in the United States are interlocked in a common system and must be studied together.
3. Effective responses to problems that arise in changing conditions are possible only if diversity is recognized and valued.

Achieving this goal implies a curriculum that recognizes that the cultural diversity of San Francisco as a major educational resource. Therefore, the curriculum must:

1. Draw on the experiences of all cultures for its content.
2. Involve students and community as well as teachers in its construction, evaluation, and revision.

The educator has an important role to play in the area of fostering better intergroup relations. His first task is to increase his own knowledge and appreciation of the cultural backgrounds of the people who make up our population. He must become aware of current problems as seen through the eyes of his pupils and their families. He must be able to distinguish between fact and fiction about groups.

The child is an individual but he is also a member of a group. The skillful use of historical and cultural information may strengthen his feelings of self-worth and may improve his self-image. It may also help children of different ethnic backgrounds to understand and appreciate individual and group differences. As the desegregation and intergration of our schools becomes more complete it will be ncessary for teachers to dispel many of the falsehoods and racial myths that children may hear at home, and firmly believe, about their own and other groups.

We should keep in mind the following broad objectives:

BROAD OBJECTIVES

To help the pupil:

a. understand and appreciate the diverse groups that make up our American society and are an actual part of the U.S. history.

b. recognize and appreciate the contributions of all peoples.

c. appreciate non-western as well as western influences on our culture.

d. improve his self-image through understanding his own heritage and the heritage of others.

e. realize that interdependence has always been an indispensable part of our American heritage.

f. develop skills in interpersonal and intergroup relations.

The following broad concepts and related understanding appropriate to to human relations intergroup education are of paramount importance. The teacher will note that the five concepts are highly generalized. It is within the frame of reference of the broad concepts that the learning experiences are offered.

LEARNING EXPERIENCES

Learning experiences should be offered which will allow the student to develop awareness that:

I. There Are Many Different Kinds Of People
- Every individual is unique.
- People differ in physical characteristics.
- Individuals differ in skills, abilities, contributions.
- Differences do not imply value.

II. All People Have Basic Similarities And Needs
- All people have basic needs and wants.
- Differences among people are much less numerous and significant than similarities.
- All people have the need for identification, belonging, acceptance, expression.
- Biologically all human beings are very similar.

III. All People Have The Same Basic Rights And Responsibilities.
- All people have strengths and weakness.
- All people have the right to make positive use of their talents, abilities, and intellect.
- All people have the same basic personal, legal, civil, social and economic rights within the structure of responsibility.
- All people have the right to be respected as human beings.

IV. All People Have The Potential For Contributions To Society
- People and groups of the past have contributed to the present and the present contributes to the future.
- People are interdependent physically, culturally, socially, and economically.
- All social structure requires interdependence.
- The individual makes greater contributions to society when he can strengthen his ability to direct his own behavior.

V. All People Are Influenced By Factors Beyond Their Control
- People are influenced by a greater degree by factors beyond their control than by factors within their control.
- The influence of physical, cultural, economic, and social environment determined to a large degree, the actions of a group.
- A large share of the actions of the individual are conditioned responses to his needs.

V. ALL PEOPLE ARE INFLUENCED BY FACTORS BEYOND THEIR CONTROL

This topic offers obvious opportunities for developing a teaching unit with the students, according to age and maturity. One favorite strategy has been used to show the relationship of climate, geography to the kinds of homes people live in (for instance thatched roofs in very hot climates all over the world) and to the kinds of foods they eat.

Very young children can easily grasp the concept of position in family, i.e. oldest, youngest, etc. being something beyond his control, but nonetheless influencing his behavior, things family expects of him.

The following sample has been included as part of an outstanding multi-ethnic interdisciplinary unit: E.S. 713 Transmitting Culture Through Folklore: African, Afro-American, Indian and Filipino K-12.

BROAD OBJECTIVES:

By studying the unit, the students will . . .

1. Understand that people transmit their values and life styles through their folklore.
2. Appreciate and understand various cultures.
3. Be able to relate the values, feelings and attitudes of others to his own experiences.
4. Acquire a deeper insight into self.

MAJOR CONCEPTS:

1. Man's culture is transmitted through his folklore.
2. People pass values through oral and written traditions.
3. Similarities and differences in people are universal.
4. Customs, myths, values, beliefs, and attitudes have been handed down from generation to generation.
5. Awareness of other cultures is necessary for good human relations.
6. Decision making in daily life is based upon an individual value system.

LEARNING EXPERIENCES

Content Samples

(Primary Grades)

The following excerpts are examples of different kinds of learning experiences that have been successful in achieving the broad objectives. They are not complete units, but are meant to answer, in part, the question, "How?"

Resources: E.S. 712, E.S. 713, Human Rights, the Black Man's Struggle, Instructional Support Services. San Francisco Unified School District; A Study of the Cultural Heritage of America's Minorities, San Bernardiono City Unified School District; Inter-Ethnic Curriculum, Cupertino Union School District.

I. THERE ARE MANY DIFFERENT KINDS OF PEOPLE

Objectives	Activities
Given a variety of sources, children will be able to:	Draw a man.
1. Feel pride in themselves as unique human beings belonging to a unique human race.	Take a trip to the zoo.
2. Strive for appreciation of and respect for other people and their racial origins.	Display pictures and show movies of children being cared for during infancy and childhood. Compare prolonged infancy and childhood of humans with that of mammals and reptiles.
3. Recognize differences and accept these differences as positive.	Paint, draw, cut and paste pictures of all races of children, playing, sharing, showing love and concern for one another. Write stories about the pictures.
	Take each child's picture and display.
	Set up a full-length mirror. Give each child an opportunity to observe himself. Encourage him to talk about what he sees and to express his feelings and fears.
	Have children make a self-portrait.
	Ask question, "What do you enjoy doing most with your family?" Have children draw picture of their most enjoyable family experience.

Activities

Present pictures of different home situation, encourage children to share their own.

Arrange a bulletin board with captions such as "Dinner Time at the _____" and under it have the children's illustrations of their own routine at dinner time. Under each illustration, write the child's family name. Do the same for bedtime, etc.

To emphasize that color adds beauty to our world, show some Black and White pictures of different things. Cut these from magazines and newspapers. Then show some with bright vivid colors. Ask: Which do you like better? Why?

Display figures of people in red, brown, black, yellow, and white. Make them out of construction paper or flannel.

Use colored paper dolls--red, brown, black, yellow, and white. Show one at a time and ask the children if people are really this color.

Show a picture of white people in Needles, California, and those of the High Sierra and in Canada and show the differences in their colors. They must be conscious of the wide variety of colors in Caucasians. Show that among Caucasians, there are many people with straight, wavy or tightly-curled hair. Show them pictures of whites in their natural curly naturals. Show them pictures of naturally straight-haired Afro-Americans.

Tell them that most people classified as white are light and that most classified as Blacks are brown. Some Blacks and Whites are so nearly alike in color that you can't tell them apart. Tell them that some Indians look like Blacks. Some look like Whites. Some Mexican-Americans look like Afro-Americans or Native Americans. Some Blacks look like Asians and American Indians and vice versa.

DO NOT LEAVE THE CLASS WITH THE ERRONEOUS IMPRESSION THAT THERE ARE ANY PURE RACES.

II. ALL PEOPLE HAVE BASIC SIMILARITIES AND NEEDS

Concepts: People need Food.
People need Shelter.
People need Love.

Show pictures of different ethnic groups eating. Show pictures of old people and young people eating. Show pictures of people long ago eating.

Distinguish between "needs" and "wants" with the class. A "need" is something living things must have in order to live. "Wants" are all things you would like to have.

With children, make random list of needs and wants. Then classify them. Make certain that children know that ALL people must have basic needs fulfilled in order to live. Summarize by developing a chart with the class.

Discuss love, and have children list all the <u>things</u> they <u>like</u> and the <u>people they love</u>.

Show pictures of people doing activities such as hugging holding a baby, etc. Teach a Mexican lullaby or a Chinese lullaby or a Nigerian lullaby.

Make a chart showing how we are alike.
We were born
We were helpless as babies
We are children
Our parents have to care for us
Our parents are adults
Boys and girls like to play
Peoples' bodies need rest and sleep

III. ALL PEOPLE HAVE THE SAME BASIC RIGHTS AND RESPONSIBILITIES

Objectives

Children should have some knowledge of the origin of thoughts on human rights.

Children should know about events and circumstances that led up to the writing of some of the important documents of human rights.

Suggested Objectives

I. Human Rights

1. Ask children, "What are human rights?"

2. Discuss their differences of opinion. Is there a common element in all of their definitions?

3. List human rights that were important to:
   a) Indians in 17th century Virginia
   b) English in 17th century Virginia
   c) Africans in 17th century Virginia
   (This can be accomplished by group work with individual group members looking into the writing of the time, the events going on during the 17th century, and viewing filmstrips.)

4. From the list compiled write a definition of human rights that would fit any culture.

5. List human rights that the 17th century Africans in Virginia were denied and list reasons for their denial. Ask, "Did 17th century Africans in Virginia value human rights?" Prove or disprove it. (The students can use reports, drawings and other methods for reporting to the class.)

6. Illustrate a 17th century African in Virginia longing for a basic human right or rights.

7. Compose a song that a 17th century African in Virginia might have sung.

8. Introduce the children to the following: sections of the Second Treatise of Government; the Magna Carta; Declaration of Independence; Declaration of the Rights of Man and of the Citizen; The Bill of Rights; the "Four Freedoms" address; the United Nations Charter; and the Universal Declaration of Human Rights. (See Appendix.)

9. Give the background of each document. Tell what events led up to the writing of these documents.

Objectives

Children should know the rights secured through documents of human rights.

Children should become aware of the importance of written documents of human rights and/or how they affect our lives today.

Children should know that the struggle for human rights will continue until they are secured for all people.

Suggested Objectives

I. Human Rights

10. Break the class up into groups to work on various documents of human rights or each person could choose a document of human rights to study.

11. Have groups list the right secured through each document of human rights and give two examples of how we are benefiting.

12. Have students draw before and after pictures depicting circumstances before and after certain rights were secured.

13. Have children write a creative story about "The Day We Lost the Right to ....." (Use one of the rights secured through a human rights document to finish the sentence.)

14. Have students conduct a survey to see if people think some of the rights secured by the various human rights documents are important.

15. Have children list organizations that protect human rights; e.g., American Civil Liberties Union, NAACP, etc.

16. Plan a "Know Your Human Rights Day."

17. Ask students if they are able to excercise all their human rights. Why or why not?

18. Have students make recommendations of ways to realize human rights for all. The students can write their suggestions or put on short improvisations to show their suggestions.

IV. ALL PEOPLE HAVE THE POTENTIAL FOR CONTRIBUTIONS TO OUR SOCIETY

Generalizations toward which instruction should be aimed

1. The United States of America is a multi-ethnic nation
   A. There are many ethnic groups in our country
   B. All ethnic groups have made outstanding contributions to America

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Behavioral Objectives

Students will gain:

1) a positive awareness of different ethnic groups

2) knowledge of multi-ethnic contributions to America in Social Studies as measured by: identifying at least three ethnic groups and selecting one person representing each group who has made an outstanding contribution to mankind.

Activities

1. Read and/or listen to tape recording made by the teacher of "America."

2. Discuss: Who are Americans?
   Why should all Americans be proud?

3. Identify some ethnic groups to be found in America. List ethnic groups.
   a. pre-test (written)*
      Give incomplete sentences about ethnic groups to be completed individually by students -- a Negro is ..., a Caucasian is ..., a Chinese is ..., a Mexican-American is ..., an Indian is ..., a Japanese is ...
      *students may write more than one sentence about each group.

   b. discuss names for groups within context of preferable names for example: 1) Afro-American - Black - Colored - Negro (Refer to First Book of Negroes, page 2)
      2) Caucasian - Anglo-American - White
      3) Mexican-American - Chicano - Spanish-American

   c. point out that there are many variations of color, hair, etc., especially within the Afro-American group
      1) story of immigration in History of America

4. View film from public library, "My Dog is Lost," 10 minutes. Discuss.

5. View pictures representing different ethnic groups. Research -- find names (and pictures) of people representing each group and the outstanding contributions made to mankind. Teacher may wish to chart current contributions as well as contributions made in earlier times.

NAME	ETHNIC GROUP	MAJOR CONTRIBUTIONS TO OUR NATION
Benjamin O. Davis, Jr., 1912	Afro-American	Held highest military rank of any Negro in American history as Lt. General of the United States Air Force
Dr. George Washington Carver, 1864-1943	Afro-American	Brilliant chemistry teacher of agriculture at Tuskegee Institute. Developed hundreds of products and synthetics from peanuts, sweet potatoes, clay, and cottonstalks He advised alternating cotton planting with peanuts to yield healthier soil -- this feat "saved" Southern agriculture because the soil had produced less each year.
Dr. Percy L. Julian, 1898-	Afro-American	Research chemist--discovered a cortisone substitute used in the treatment of arthritis
Dr. Charles Drew, 1904-1950	Afro-American	Contribution of first blood bank system and blood plasma storage
Charles C. Spaulding 1874-1952	Afro-American	Developed the North Carolina Mutual Life Insurance into a multi-million dollar business success
Carter Woodson	Afro-American	Harvard trained Negro historian
Gwendolyn Brooks	Afro-American	Famous Negro poet and writer
James Baldwin	Afro-American	Famous Negro author
W.C. Handy	Afro-American	"Father of the Blues" Famous composer, musician Chief instrument was the trumpet
Dr. Daniel H. Williams 1856-1931	Afro-American	Performed first successful open heart surgery
Dr. Theodore K. Lawless 1892-	Afro-American	Leading skin doctor (dermatologist), speaks several languages

NAME	ETHNIC GROUP	MAJOR CONTRIBUTIONS TO OUR NATION
Marian Anderson, 1908-	Afro-American	First Afro-American to sing with the Mertoplitan Opera in 1955 Sent to represent the United States with contralto voice around the world
Leontyne Price	Afro-American	Well-known Metropolitan Opera soprano
Duke Ellington	Afro-American	Well-known band leader, composer and arranger of more than 2,000 works, Caravan, Mood Indigo, and others have remained popular
Harry Belafonte	Afro-American	Well-known singer of calypso music, actor and director
Pearl Bailey	Afro-American	Well-known entertainer and actress
Sammy Davis, Jr.	Afro-American	Well-known entertainer, actor, singer, and dancer
Ray Charles	Afro-American	Although blind, talented pianist, composer, arranger, and singer
Louis Armstrong	Afro-American	Well-known trumpet player of jazz, good will tours around the world
William Grant Still, 1895-	Afro-American	American Negro classical composer of symphonies, operas, and small compositions
Sidney Poitier, 1924-	Afro-American	Won the Motion Picture Academy Award in 1963
Charles White, 1918	Afro-American	Contemporary artist, won many awards--his work is displayed in many American and European museums and in private collections
Gordon Parks	Afro-American	"Master of the Camera" Photographer-journalist for Life Magazine wrote and published "The Learning Tree" which has been made into a movie
Arthur Ashe	Afro-American	Outstanding tennis player and champion
O.J. Simpson	Afro-American	Won Heisman Trophy for football ability at University of Southern California, Los Angeles
Althea Gibson	Afro-American	Star woman athlete in tennis and golf

NAME	ETHNIC GROUP	MAJOR CONTRIBUTIONS TO OUR NATION
Cesar E. Chavez	Mexican-American	Organizer--grape pickers' strike in Delano, California Organizer--National Farm Workers General Director--Community Service Organization
Philip Montez	Mexican-American	Founder and first President of the Association of Mexican-American Educators of California Director--Western Field Office, U.S. Commission on Civil Rights
Julian Nava	Mexican-American	Educator-lecturer and author, Mexican-Americans Past, Present, and Future Member of the Los Angeles City Board of Education
Uvaldo H. Palomares	Mexican-American	Clinical psychologist, educator Co-Director of the Human Development Training Institute, San Diego President of the Institute for Personal Effectiveness in Children
Ignacio E. Lozano, Jr.	Mexican-American	Publisher and Editor of "La Opinion" in Los Angeles, California Consultant of U.S. Department of State, Bureau of Educational and Cultural Affairs Executive Director of the Commission of the Californias
Lee Trevino	Mexican-American	Golf Champion
Edmund and Eugene Galindo	Mexican-American	Printers and Medical Suppliers Founders of E. Galindo Company in Los Angeles Founders of Nu-Hope Laboratories
Vicente T. Ximenes	Mexican-American	United States Commissioner Awarded the Distinguished Flying Cross and Air Medal National Chairman of the American G.I. Forum (56-58) National Director, Johnson-Humphrey Campaign in '64
Robert J. Acosta	Mexican-American	Teacher, founder of the Blind College Students of Southern California

NAME	ETHNIC GROUP	MAJOR CONTRIBUTION TO OUR NATION
Daniel K. Inouye	Japanese-American	When Hawaii was admitted to the Union as our fiftieth state, Mr. Inouye was selected for the House of Representatives in 1950.
Hiram L. Fong	Chinese-American	When Hawaii was admitted to the Union as our fiftieth state, Mr. Fong became the first senator from that state.
Tsung Dao Lee and Chen-Ning Yang	Chinese-American	These two professors shared the Nobel Prize in Physics in 1957.
Sessue Hayakawa	Japanese-American	Star of Hollywood
Sono Osato	Japanese-American	Star of Hollywood
Dong Kingman Isamu Noguchi	Chinese-American Japanese-American	These artists won national acclaim for work in painting and sculpture.

References: Hutchmacher, J. Joseph. A Nation of Newcomers. pp. 59,60.

Grades 5-6

TOPIC II: HOW HAVE THE ETHNIC MINORITY GROUPS OR INDIVIDUALS AFFECTED AMERICAN DEVELOPMENT?

OBJECTIVES	INQUIRY MODES	ACTIVITIES
Black pioneers, free and slave were among those that helped settle the West.	Integrative	Note that Blacks accompanied the Lewis and Clark Expedition
		Chart Fremont's Expedition to California
		Note that Jacob Dodson, A free Black from Washington, D.C., accompanied him.
		Imagine student is George Monroe, a Black Pony Express Rider
	Integrative	Discuss the highlights of such a trip
	Observation	Show pictures of Pony Express
	Analytic	On an outline map trace the travels of James P. Beckwourth
	Integrative	Discuss his life as a Mountain Man
		Find a picture of Beckwourth's Pass
		Show Movie
The American Black played a vital role in the Civil War	Integrative	Review causes of sucession
		Show Movies
	Integrative	Explain how Black participation helped the North win the war
		Explain why it was necessary for the North to reverse its ban on Blacks participating in the war

UNIT OUTLINE*

AFRICAN, AFRO-AMERICAN, INDIAN AND FILIPINO FOLKLORE

BROAD CONCEPTS: Customs, myths, values, beliefs and attitudes have been handed down from generation to generation.

INQUIRY MODES:	ANALYTIC:	INTERGRATIVE:	POLICY:
	(Systematic Analysis)	(Synthesis Activity)	Defining Problem Exploring Values Gathering Data
	Observing Classifying Generalizing Inferring Communicating	Comparing Intergrating	Proposing Solutions Testing Solutions Making Decisions

FRAMEWORK	Sub-CONCEPTS	Teacher ACTIVITIES	Pupil ACTIVITIES	EVALUATION
Topic #5: (K - 2) How are people alike and how are they different?	There are tricksters in the folklore of all cultures represented by man and/or animals. Concepts of time. Concepts of "same" and "different". Individuality and differences should be respected.	Read selections to class: use audio-visual aids to establish settings, (ethnic dress customs, environment, etc.) List and develop vocabulary. Play joke or trick on the class and identify self as "trickster." Use guided questions to draw out similarities and differences in culture. Show pictures of various animals to the class use settings of different cultures when possible. Inquiry: Observing Classifying Contrasting Generalizing Communicating Which animals	Introduce map and discuss make map display of origin animals (cut-out or illustrate animals of each country) Follow-map of school or classroom define trickster games lion-hunt children identify animals RELATED ACTIVITIES: Creative Rhythms Basic movement (jumping, running, leaping) dramatize cultural activities Visit a farm or zoo (buffalo in Golden Gate Park)	Given these experiences: Children can identify animals children can identify ethnic dress from audio-visual aids children can identify source of folktales on map children can describe simalarities and/or differences in the tales.

*See teacher resources and bibliographies

FRAMEWORK	Sub-CONCEPTS	Teacher ACTIVITIES	Pupil ACTIVITIES	EVALUATION
Topic #2 Why do different groups of men develop different ways of living in the same or similar environment? (Cultural adaptation: occupational specialization; social organization)	Groups of people adapt to their Environment in different ways? Certain basic needs are universal	Read stories to class or have children read out loud in class INQUIRY: 1) How did characters in each tale get food, find shelter, use wits to survive? Why? 2) What can you say about these characters methods of survival?	ETHNIC GARDENS 3) Begin Ethnic gardens Visit Produce market. Compare foods of different ethnic groups 1) Children Chart answers. - students keep a notebook of adaptation. - vocabulary development* *(see related activities) 2) <u>Homes</u> (shelter): make chart of different types of homes. Illustrate dramatize life in various types of homes (role play, etc.) - cook native foods *see related activities	Given these experiences: - children will match terms correctly from vocabulary list. - children can correctly tell or write answers from inquiry. - children can create (write, tell) new stories.

FRAMEWORK	Sub-CONCEPTS	Teacher ACTIVITIES	Pupil ACTIVITIES	EVALUATION
		3) In each folktale, would you have done anything differently? the same? How could you have improved tricksters techniques? Do you feel that they were good or bad in doing what they did? Why? 4) Why did some characters have to work? What did they own? (property? land?) Why did they use trickery? 5) Provide through multimedia, information on social, occupational organization of four cultural groups. 6) What would the children who heard these stories long age have learned from them?	Children generalize about values Children graph parent's occupations and compare and contract with role in folktales. RELATED ACTIVITIES Art Activities: Puppet-making Dramatize tales Games: Guessing occupations Science: Purchase classroom pets Activities (Spiders, rabbits, etc.) List foods eaten, life span, areas of world most prominent, number of off-spring; adaptation to geography and climate, customs, art and music	- Children can describe, compare and contrast different ways of living by different groups. - Children can discuss and justify their conclusions. - Children should be able to answer written questions about social organization of each cultural group.

FRAMEWORK	Sub-CONCEPTS	Teacher ACTIVITIES	Pupil ACTIVITIES	EVALUATION
Topic #1: What is human about human beings? #2: How do human groups differ?	Individual difference and creativity are expressed in each group: - communication and expression.	Provide information regarding the art, music, values, customs, etc. of each group. Through multi-media: films, filmstrips, study prints, reference books, resource persons, etc., provide information on racial, biological differences Establish a library of Pupil Resources set up Independent Learning Centers Inquiry: 1) What would the children have learned from each folk tale? 2) What types of ceremonies, customs and beliefs did each group have? *(See related activities) 3) What are our customs, beliefs and ceremonies today?	Children list and discuss occupations, and roles played in each folktale. Compare language used in each tale, expressions used, dialects, mannerisms, etc. Field trips to resources in community: 1) Filipino Coxculate 2) The Bayette Shop (African Dress); African-Historical and Cultural Society, etc.) 3) Invite resource persons from Friendship House for Indians. Children re-read tales, then verbalize significance and make generalizations about each culture's world, view children take part in ethnic games and/or recreational activities: - communication and expression	Children can compare and contract customs of four cultures. Children can list devices or techniques used by characters to effect goals. Festival: Ethnic dress, foods, art and crafts. Guest speakers, dancers, singers, etc., representing each group.

FRAMEWORK	Sub-CONCEPTS	Teacher ACTIVITIES	Pupil ACTIVITIES	EVALUATION
		4)Do you think all human beings develop in the same areas? (communication, intelligence, creative arts technology, etc.) 5)How did each group communicate?	Children make and interpret symbolic representations - make booklet of familiar symbols - children learn to tell a story to primary grades.	

IMPLICATIONS OF BLACKNESS FOR THE JUNIOR HIGH AND SENIOR HIGH SCHOOL TEACHER

An important aspect of sub-groups within any culture is a tendency to develop unique communication systems. It results in isolation of these groups from outsiders. This leads to frustration because an individual attempting to identify with several groups may encounter conflicting group goals. In some cases individuals may be denied membership in a group because of the failure to master the communication system.

Schools then face a dilemma when the communication system differs radically from that needed by the learner in their extra school life. Minority education can present a problem because of the different needs from group to group. As the group differs, so must education differ. Some of the Black children in a classroom, taught by teachers from the middle class, do have communication problems. This problem is further compounded when the teacher makes little or no effort to understand them. They (the students) then become failures and underachievers because the teacher does not know enough about their culture to create meaningful learning experiences for them.

Lack of relevances is another cry of students from minority groups. They maintain that little, if any, of the content of subject materials presented in the classroom is relevant to their lives. Poverty, hunger nor disease is overcome by learning Shakespeare, Beowulf or the Scarlet Letter. Education then, to be relevant must deal with the interests, problems, frustrations and aspirations that affect the learner. The content of the curriculum must consider the reality of the environment whatever it is. Topics of hunger, poverty or disease must be the basis of content wherever necessary. Instruction should deal with what should be as well as what is. Instruction must also begin with where the student is to make sense to the learner.

Perhaps these things seem easier said than done. This is not true. There has been much excellent material produced by the District that can aid the classroom teacher. The following list of material can and will aid the teacher. All has been produced in workshops conducted by the District.

SS 7029; SS 705, Summer 1970; ES 712 and 713

A Guide For Teaching Afro-American Literature in the Secondary School. E 7016

E 707; E 7021; SS 702.

The Teacher's Library has many excellent books that aid the teacher in preparing lessons and relating them to minorities or disadvantaged youngsters. Among those that I feel are the most helpful are:

1. "Children Of The Street" - Dorothy J. Steed.
2. "The Disadvantaged" - Mario Fontini and Gerald Weinstein.
3. "Teaching The Black Experience" - James A. Banks

"Teaching The Black Experience" not only tells why the Black experience needs teaching, it details organizational procedures for teaching the Black experience. Often neglected, but covered in this book is the importance of the points of view of those who write the textbooks. The different approaches to teaching the Black experience can easily be used by teachers. The bibliography annotates resources for teaching the Black experience.

Assuming that students have reached the point in historical study that the Black revolt is of sufficient interest to them, the following sample lessons are provided. All of the problems, questions and activities are reprinted from 'Teaching The Black Experience'.

SUGGESTED TIME PERIOD 3 to 4 WEEKS

TOPIC: How do people oppressed over long periods of time react to oppression?

MODE: Analytic

CONCEPT: The historical roots of the Black revolt.

OBJECTIVE: At the end of the unit students will be able to:

a. describe various historical events that contributed to the Black revolt.

b. describe some subtle and obvious ways that Blacks have resisted oppression.

c. Show how the Black revolt was preceded by a number of significant historical events and is a culmination of historical events. The teacher may edit the readings to facilitate ease in reading.

STRATEGY: Have students read from Black history texts and U.S. history texts with emphasis on specific eras such as the liberal attitude of the Supreme Court during the Roosevelt and Truman years, the Supreme Court ruling on desegregation of schools, the South's attempt to circumvent the Supreme Court ruling and the Birmingham, Selma and Montgomery, Alabama bus boycotts. Films and slides relevant to these events should also be shown.

QUESTIONS:

1. What developments before the 1950's led to the Black revolt?
2. In what ways was the Black revolt the culmination of many years of Black resistance to oppression? Give specific examples of events, persons and movements.
3. What methods and strategies were used by leaders of the Black revolt to attack segregation? Why were these particular tactics used? Were they successful?

4. What methods were used by Whites to resist the Black revolt? Why were these particular tactics used? Were they successful?
5. What tactics used by Whites to resist the Black revolt actually helped Civil Rights Leaders?
6. How effective was the Civil Rights Legislation passed during the 1950's? What changes might have improved it?

ACTIVITIES:

1. Hold an election for class president. Devise ways to prevent a segment of your class from voting.
2. Make up a literacy test that no one in your class can possibly pass. Administer it to the class and explain how such tests were used in the South to prevent Blacks from voting.
3. Imagine that you are a young child living in the South in 1955 after the Supreme Court declared public school desegregation unconstitutional. You have been selected to enroll in an all White school which opens in one (1) week. Write a paper describing your hopes and fears about attending an All-white school.
4. Pretend that you are a southern White reporter working for the Montgomery Times during the Montgomery bus boycott. Write a newspaper story of the boycott.

SUGGESTED TIME PERIOD 4 TO 6 WEEKS

TOPIC: What does scrutinizing the actions of politicans, major political programs specifically aimed at Blacks and the actions of many Black people tell us about this phase of the Black experience in America?

CONCEPT: The Black revolt.

STRATEGY: Have the students read from Black history texts and U.S. history texts with emphasis on the eras of Johnson and Kennedy, the emergence of Black militants, open revolt and the activities of the various Civil Rights movements. Current news and magazine articles and the actions of Black contemporary leaders may be incorporated at appropriate intervals. Show films and slides relevant to these events. Use sociodrama.

OBJECTIVES: At the end of the unit the student will be able to:

a. Identify events that accelerated the Black revolt.

b. Describe some of the political programs designed to ameliorate the conditions of Black people. The partial failure of the programs.

c. Describe the emergence of Black militant groups and their aims.

d. Explain desperate behavior manifested by some Black people.

e. Show that the Black revolt is probably the most critical phase of the Black experience in America.

QUESTIONS: 1. How effective was the Civil Rights Legislation of the 1960's? What changes might have improved it?

2. How successful was President Johnson's War On Poverty? What changes in it would have made it more successful?
3. What is the meaning of 'Black Power'?
4. Why did violent racial outbreaks occur in urban areas during the 1960's? Compare these outbreaks with the race riots of the early part of the twentieth century. To those of the 1940's.
5. What has resulted from the Black revolt of the 1960's? What outcomes might have resulted from the use of different tactics? What course of action do you think would be best for Black leaders to take now?
6. What brought about the call for 'Law and Order' in the late 1960's? Are Black Americans less concerned about law and order than Whites? Explain.

ACTIVITIES:

1. Use a bargraph to illustrate the percentage of Black registered voters in the South before and after the voting rights act of 1965.
2. In a class report discuss why violent racial outbreaks occur, and try to think of ways in which they may be prevented.
3. Obtain a copy of the record, "The Sit-in Story" Play it for your class. (This record includes interview with Martin Luther King, Ralph McGill, Ralph Abernathy, and other important persons in the sit-in movement. It is distributed by Folkways/Scholastic Records, 906 Sylvan Avenue, Englewood, Cliffs, New Jersey, 07632). Before playing the record, briefly describe the sit-in movement

or have the students read a short selection about it. Show them pictures of sit-in demonstrations. Ask them to listen to the record and be able to answer the following questions:

a. what were the goals of the sit-in movement?

b. were they attained? why or why not?

c. what other methods would have been equally effective in reaching the same goals? Explain.

d. would civil disobedience tactics be successful today in the Civil Rights movement? Explain.

4. Structure a role-playing situation that involves confrontation between Black militant students and a university administration. Explain the general problem of the situation to the class. Two (2) Black militant students, representing the Black student union are meeting with representatives of the university administration to present their demands. Tell the class the names and titles of the characters. Ask five (5) children in the class to volunteer to be players. The other members of the class should be asked to listen to the role-playing and be prepared to answer the following questions. (Write them before the exercise begins).

a. Was the conflict resolved? If so, was the solution realistic? Effective? Why or why not? What are the possible consequences of the solution(s) derived by the players?

b. If the conflict was not resolved, why? How might it be resolved? Formulate a solution to the problem and be prepared to act it out in the same role-playing situation.

Each of the following five (5) descriptions should be written on five (5) different cards. Give each player the card which describes his role. The other players should know only the person's name and position. Make sure that each child understands his role before the role-playing begins. Give the players an opportunity to ask questions in private with you.

CARD I. You are Mr. Smith, Chairman of the Board of Trustees for the university. You feel that militant Black students should be expelled. You are tired of violence in the streets and violence on the university campuses. You are strictly in favor of 'law and order'. You feel that Black students should be grateful that they are allowed to attend the university, especially many who were admitted did not meet regular university entrance requirements and a number are on scholarships paid for by the taxpayers. Main Goal - to keep the Black students 'in their place'.

CARD II: You are President Lee, President of the University. You have agreed to meet with representatives of the Black Student Union. You are somewhat sympathetic to the Black students. You feel that they should be listened to, but not make demands. However, you would like to retain your job and do not want to offend Mr. Smith, Chairman of the Board of Trustees. Main Goal: To reduce the conflict without making too many concessions or promises to the students.

CARD III: You are Dr. Jones, Vice President for Student Affairs. You want to be liked by the Board of Trustees, the President and the students. You attempt to minimize hostilities by trying to make each faction understand the other.

Main Goal: to win the admiration of the President and Mr. Smith and to convince the Black students that you support their demands.

CARD IV: You are Len Johnson, the most vocal Black militant on campus and President of the Black Student Union. You have demanded to meet with the president of the university. You have come to present him with a list of four (4) demands:

1. More Black faculty members.
2. A Black studies program.
3. Separate living quarters for Black students.
4. A special grading system for Black students that would make it impossible for them to get grades below a 'C'. You are totally unwilling to compromise any of your demands! Main Goal: To get all of your demands instituted by beginning of next term.

CARD V: You are Pat Green, Secretary of the Black Student Union. You are also a militant student, but less militant than Len Johnson who is totally unwilling to compromise any of the Black Student Union's demands he brings to the President. You are particularly upset because the President promised last year to hire several Black professors but to date none have been hired.

Main Goal: To get your demands instituted. However, you are somewhat willing to compromise.

Drake, St. Clair and Clayton, Horace R. "BLACK METROPOLIS" (excerpts)

"Black Metropolis" is a well-documented account of the way that the Black ghetto in Chicago grew. The author details some of the characteristics of the ghetto and skillfully gives the reader many insights into some of the forces that spawn ghettoes. He begins with an historical approach. Many of the events conducive to the growth of ghettoes are analyzed. Among the historical events that are analyzed are the Civil War, the Chicago Fire, Open Immigration, the Depression and World War I and II. The cause and effect relationship in contribution to the subsequent growth of the ghetto is clear.

The political, social and economic events within the larger historical period that affected those in the ghetto are highlighted. The lives of the people within the ghetto are contrasted to those without the ghetto. The glaring inequalities suffered by people within the ghetto because of discrimination are highlighted.

Negative actions and attitudinal changes that people manifest because of discrimination are recounted. The reader is led to the conclusion of the author. The major task that lies ahead for all Blacks is the fight racism wherever it exists.

Clark, Kenneth B. "Dark Ghetto" - (excerpts)

"Dark Ghetto" is Dr. Kenneth Clark's account of experiences with H.A.R.Y.O.U (Harlem Youth Opportunities Unlimited). Haryou was a program designed to study the conditions of the youth of Harlem as background for a comprehensive program for the youth. As a result of this study, the Federal Government allocated Four Million Dollars for programming and training and placement of the youths. Dr. Clark, however, felt that the information obtained about the Harlem ghetto was applicable to ghettoes everywhere. He had a wealth of information concerning the psychology, pathology and power structure of the ghetto.

The first section of the book covers the psychology and the pathology of the ghetto. The attitudes and reflections of the residents are shown. Despair, despondence and doom - all are descriptive of the feelings of those in the ghetto. Those who live there see what is going on. They know they are exploited by others for personal gain and that they are the recipients of poor quality of everything. They know, too, that others blind themselves to the conditions suffered by those in the ghetto. The end result is that ghettoes perpetuate themselves and strengthen the black's sense of worthlessness.

The Harlem ghetto residents are shown to be victims of everything, under-employment, bad housing, inferior schools and all the other social ills that are remediable.

The author points out that, even though these ills are remediable, pressures are exerted from outside the ghetto to retain the status quo. Pressure is also exerted to avert intelligent planning that would alleviate some of the ills of the ghetto. Alleviation of some of the ills may require several remedies, but the remedies cannot be applied until the anguish of the ghetto is shared by those outside the ghetto. This analysis of the dilemma of social power is true of all ghettoes.

Davis, Allison and Dollard, John. "Children Of Bondage". (excerpts)

"Children Of Bondage" is the result of a research project that was conducted by two (2) sociologists, Allison Davis and John Dollard, to show how personality development and behavior patterns are determined by early training. The subjects were urban southern children from New Orleans, Louisana and Natchez, Mississippi. The study, in order to approximate the children's early training, had to include the influence of parents, other family members, teachers and peer-group associations, therefore, the impressions of all the people who were instrumental to the child's early development were important to the study.

Two hundred seventy-five (275) children were studied. Of the 275 children studied, eight (8) of the histories are presented in the book. Each child is representative of a particular class segment according to the social stratification within the class. The classes represented are designated lower, middle and upper class. The sub-stratifications with the classes are lower-lower, upper-lower, declassed, lower-middle, middle-middle, upper-middle and upper. The study shows the rewards and punishments administered and the overall guidance processes used by each class to effect socialization. At the beginning of the study the interviewers' discovered that all the youngsters were affected by the color cast imposed on them by whites.

Some conclusions reached at the end of the study were:

1. Behavior patterns exhibited by the youngsters had been transmitted from earlier generations.
2. Behavior patterns transmitted by the family seldom changed after the child was 12 or 13.
3. Behavior varied from class to class according to social stratification.

In general, middle class mothers were severer in their methods of weaning, feeding and toilet training. Their expectations for their children were higher in respect to education and occupation. The middle class parents pressured their children early for achievement and assuming responsibility. Lower class parents were more permissive and less demanding, but severer in discipline methods.

Coles, Robert. "The South Goes North" Chapter 8; Pages 423-535 (excerpts)

Attention is called to the section of the book titled "Teachers and the Children of Poverty". Thirteen (13) schools are described in this section. The schools' populations are diverse. Some are predominantly Black, some are predominantly White with token integration and some have disadvantaged children from all groups. The quality of the education that they are receiving is examined with the focus on the teachers and administrators expectation of them.

The schools that seem to be offering the students the most are the schools in which the teachers and administrators attitude is one of genuine respect and concern for the children's diversities. The children, too, are aware of the attitude. They are the ones least often fooled. When children were interviewed they labeled teachers as nice, uncaring, mean or in other ways that they perceived them. In order to get children to clarify the example, or idea of nice, the author had them draw pictures illustrating the teacher or themselves.

The most startling pictorial view (figure 9) is that of a teacher with jail bars in her head. Equally close is that of the teacher (figure 7) who can't be drawn because the child senses that the teacher is like all bad teachers and the best thing to do is cross out the teacher the way the teacher does children.

Mead, Margaret and Baldwin, James. "A Rap On Race".

A "Rap On Race" is a seven and one-half (7½) hour discussion between Margaret Mead and James Baldwin. During the discussion universal racism was discussed. Questions about the origins of racism, the suppression of Black people's histories and culture and what can be done about these things were freely explored and discussed. Each person discussed racism from a different vantage point.

James Baldwin, of course, related the Black experience in America and Dr. Mead countered with her experience in Guiana among Non-whites. James Baldwin is pessimistic about his existence as a Black person, theology and Dr. Mead's existence as a non-prejudiced White person. He states 'this is my country and I am accusing it of being not only my murderer, but yours, too'! page 242.

He had earlier stated his disgust with Christianity and the paradox in concept and practice.

Dr. Mead, of course, professed optimism that she drew from her experience of living among persons of other cultures.

James Baldwin and his philosophy of despair and frustration and Margaret Mead and her hope and aspirations are a good contrast and make the book good reading-thinking material.